DOCUMENT RESUME

ED 400 889 JC 960 658

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TITLE Building Bridges between the Segments: A Study of Community College Transfers.
PUB DATE 8 Nov 96
NOTE 31p.; Paper presented at the Annual Conference of the California Association for Institutional Research (Costa Mesa, CA, November 6-8, 1996); for the original report, see JC 960 657.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *College Transfer Students; Community Colleges; Comparative Analysis; *Factor Analysis; Grade Point Average; Higher Education; Program Effectiveness; *Student Adjustment; Student Attitudes; *Student Characteristics; *Student Experience; *Transfer Programs; Two Year Colleges; Universities
IDENTIFIERS *Transfer Shock; University of California Los Angeles

ABSTRACT

The Transfer Alliance Program (TAP), run by the University of California at Los Angeles (UCLA), allows state community college students to pursue an honors program while completing prerequisites for transfer. A study was conducted to compare the characteristics, experiences, and academic performance of TAP and non-TAP transfers to UCLA, with questionnaires distributed to 90 TAP and 778 non-TAP students who transferred to UCLA in fall 1993. Responses were received from 54% of the TAP and 26% of the non-TAP students and indicated that TAP students were more likely to be younger than non-TAP students, more likely to have taken honors courses at their community college, and more comfortable approaching faculty outside of class. In addition, TAP students had a slightly lower grade point average and were less likely to use academic tutoring at the university. Based on responses, a factor analysis was conducted of three factors from the community college environment (i.e., academic preparation, transfer process, and academic involvement) and five factors from the UCLA environment (i.e., social involvement, experiences with faculty, adjustment process, perceptions of adjustment, and overall satisfaction). This analysis indicated that TAP participants had higher mean responses for all three community college factors. However, they also had higher mean responses on adjustment process and perceptions of adjustment, indicating that they were more likely to experience transfer shock. Contains 25 references. The item factors and a table of student scores on the factors are appended. (BCY)

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Building Bridges Between the Segments: A Study of Community College Transfers

Paper Presented at the Annual Conference
California Association for Institutional Research (CAIR)

Costa Mesa, California
November 8, 1996

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JC 960 658

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INTRODUCTION

Numerous studies have been conducted on transfer student populations at colleges and universities across the United States (Cejda, 1994; Cohen & Brawer, 1989). One argument advanced by educational researchers is that many who transfer from community colleges to four-year institutions have difficulty adjusting to the rigorous academic standards (Keeley, 1993; Townsend, 1993) and are often faced with numerous challenges upon transferring to the senior institution. The four-year college or university often differs from the previous two-year college in its size, location, difficulty of the curriculum, and competition among students (Holahan, Green, & Kelley, 1983). The last three decades of research on community college transfer students at four-year institutions has focused on the academic performance, as measured by traditional grade point average (GPA). The term *transfer shock* (Hill, 1965) has been used to characterize the temporary dip in grades manifested by students during their first or second semester after transferring to a senior institution.

With over 1,200 community colleges, this segment of American higher education enrolls almost half of the nation's undergraduates and half of all first-time freshmen (Cohen & Brawer, 1989) by offering a diverse curriculum. In the state of California, the 102 public community colleges enroll over 1.1 million students, or one-fifth of the total student population in American community colleges (The Chronicle of Higher Education Almanac, 1995). Among the wide variety of educational opportunities provided by two-year colleges, the transfer function plays the most critical role in providing initial access for underrepresented and low-income students to the baccalaureate degree. Although transfer students tend to be similar (many are ethnic minorities, low-income, and of non-traditional college-age), their community college experiences will differ depending on their ultimate educational objective. A student's path to meeting the course requirements to transfer can vary. In California, students can enroll in non-honors courses in the community colleges and complete the Intersegmental General Education Transfer Curriculum (IGETC) requirements and transfer to a senior institution (e.g., University of California and the California State University). Another option for students is enrollment in an honors or scholars program at the community college, while pursuing the prerequisites for transfer. This paper describes one program designed to help students transfer and reports the characteristics and experiences of the students enrolled in it.

The Transfer Alliance Program (TAP)

The Transfer Alliance Program (TAP), offered by the University of California at Los Angeles (UCLA), allows students to pursue an honors program at the community college while pursuing the prerequisites for transfer. The Center for Academic Interinstitutional Program (CAIP) at UCLA initiated TAP in 1985 in conjunction with the College of Letters and Science and the Office of Undergraduate Admissions and Relations with Schools (UARS) as a means of strengthening the transfer function and the faculty's role in selected community colleges in the Los Angeles area, most of which enrolled large numbers of students from underrepresented ethnic groups.

One main purpose of TAP was to create a curricular articulation agreement between California community colleges and UCLA. A second purpose was to develop an enriched academic curriculum at the community college through faculty leadership, support from the academic senate and links with student services, particularly academic counseling (Banks & Byock, 1991). At each participating TAP college, the program is headed by a faculty director and is supported by a team of faculty, a senior administrator, and a counselor. By 1995, 20 California community colleges were participating in TAP by offering a core of enriched courses to meet general education requirements as well as prerequisites for majors in the UCLA College of Letters and Science. The TAP general education courses require students to engage in writing, reading, and research that is more extensive than that expected in regular transfer courses. Generally, TAP courses are limited to 25 students to enhance the interaction between faculty and students and among students. Students who complete the program are given priority consideration for admission to UCLA's College of Letters and Science.

REVIEW OF THE LITERATURE

Community colleges have been the nation's primary site of access to higher education (Eaton, 1994). Because of their open-door policies, community college enrollment increased from 4.5 million in 1985 to 5.7 million in 1992. According to the American Association of Community Colleges (AACC), of the 12 million persons enrolled in undergraduate higher education in the United States today, over 43 percent attend community colleges (AACC, 1994). It is further estimated that about five percent of the total U.S. population is enrolled in higher education, and over two percent of this college-going population is enrolled in community colleges.

The transfer function of the California community colleges is paramount to maintaining access to higher education by providing the lower division coursework for a baccalaureate degree for those students who may be ineligible for admission to a four-year college or university from high school (Cepeda & Nelson, 1991). For California community colleges, their open access, non-selective admission philosophies, and diversified curricula continue to be the segment which enables underprepared, immigrant, older (non-traditional), and low-income students initial access to higher education. Given the complexities of the changing demographics of students at the community college and the transfer cohort to senior institutions, research on these students is warranted.

Since 1988, the proportion of junior transfers to UCLA from California community colleges has increased from 63 percent in 1988 to 83 percent in 1992 (UCLA, 1993, p. 3). In addition, the number of transfers has increased during this time from 1,809 in 1988 to 2,013 in 1992, an increase of 11.3 percent (UCLA, 1993). Reasons for this occurrence may be attributed to the increases in students fees and the increase competitiveness of the freshmen admission process, thus making the community college route a viable and favorable option to complete their lower division coursework.

Studies Focusing on UCLA Transfer Students

Several studies looking at community college transfers at UCLA have been conducted in the last six years. Jacobi (1988) explored the factors that facilitated a successful transition to UCLA among transfer students. This study utilized focus groups with an interview protocol developed by Student Affairs Information and Research Office (SAIRO) in collaboration with UCLA College of Letters and Science Counseling and CAIP. The questions were ordered chronologically so that students were asked first about their experiences prior to entering UCLA, their initial transition to UCLA, and their current experiences at UCLA. The sample included 68 students who transferred in Fall 1986 or later. As a result, the following six problem areas for transfer students were identified (Jacobi, 1988): 1) prospective students lacked information about UCLA; 2) many students experienced academic difficulty at UCLA; 3) students experienced high levels of stress and loneliness; 4) support services for students were poorly coordinated at UCLA; 5) academic counseling is a major need and concern for transfer students; and 6) transfer students generally displayed a lack of concerns about or preparation for graduate school.

A year later, Ackermann (1989a) conducted a longitudinal study of community college transfer students who participated in the UCLA Transfer Summer Program and examined their academic progress and social and cultural adjustment to UCLA. Ackermann found that students attributed their positive academic, social, and cultural adjustment to their prior experience with TSP having adequately prepared them. In another study, Ackermann (1989b) examined the characteristics of students who transferred as juniors from California community colleges to UCLA in Fall, 1988. Students who participated in TAP were a primary focus. Specifically, Ackermann examined students' performances after transfer in relation to their prior performances and determined the extent to which differences in performance at UCLA could be attributed to the personal characteristics of students, their prior educational experiences and achievements, and/or characteristics of the transfer institution. In terms of students' entering (or advanced) community college GPA, Ackermann found that both TAP and non-TAP students entered UCLA with GPAs above 3.1. TAP students had an entering GPA of 3.38 and non-TAP students had an entering GPA of 3.18. In addition, Ackermann found that compared to students not participating in TAP, TAP students maintained significantly higher UCLA grade point averages (2.99 versus 2.70). In terms of student persistence rates, Ackermann found lower attrition rates for TAP students overall.

Although the three studies previously described focused on transfer students at UCLA, a study conducted by Banks and Byock (1991) two years later specifically examined the components of the Transfer Alliance Program (TAP) to assess the effects of the TAP on its participating community colleges and on the students who are or have been enrolled in the program. The main focus of the research was to examine the extent to which the interinstitutional nature of the program influenced the TAP college. Moreover, they explored the extent to which TAP influenced the curriculum, teaching styles, and the interactive climate between students and college staff. The evidence suggested that TAP was highly institutionalized in colleges which possessed sufficient allocation of human, fiscal, and physical resources (Banks & Byock, 1991). In terms of curriculum and teaching styles, TAP faculty and non-TAP faculty differed in how they taught in their classrooms. There was a greater emphasis by TAP faculty on student-based

teaching and a more student-focused classroom. The academic demands required students to be exposed to extensive writing exercises, research, and readings by implementing diverse approaches to learning.

A more recent study (Pace & Swayze, 1994) surveyed undergraduate students' experiences, impressions, and progress at UCLA. Students at UCLA in 1983 and in 1993 were administered the College Student Experiences Questionnaire (CSEQ). The CSEQ is an instrument devised to measure the quality of effort students put into using the facilities and opportunities for learning and development that the college (i.e., UCLA) provides. Compared to native students (i.e., non-transfers), students who transferred are different in that they were more likely to: be older, be married, not live in or near campus, be first generation college students, major in the humanities, not major in science, spend more time on their school work, and make slightly better grades.

STATEMENT OF THE PROBLEM

The experiences of community college transfer students at the senior institution have well been documented by studies characterizing their adjustment process as *transfer shock* (Cejda, 1994; Diaz, 1992; Graham & Hughes, 1994; Hill, 1965; Knoell & Medsker, 1965; Nolan & Hall, 1978; Townsend, 1993, 1995). These studies found that transfer students tend to experience a temporary dip in grades during their first or second semester after transferring to a senior institution. Majority of the research in this area focus on the differences between native and transfer students' academic achievement as measured by GPA (Best & Gehring, 1993; Graham & Hughes, 1994). Considered to be a popular paradigm in the research literature, the *transfer shock* concept only describes the cognitive outcome (or GPA) of transfer students' academic adjustment at the senior institution.

Since the trend in the research literature has used the *transfer shock* concept as a guiding framework, little work has been conducted to date to understand and explain the experiences of community college transfer students from the social and psychological perspective. Some writers characterize the transition of moving from one educational environment to a new environment as a form of culture shock (Pascarella & Terenzini, 1991; Walling, 1990). This shock generally involves significant social and psychological relearning in the face of new encounters, new teachers, new opportunities, and new academic, personal, and social demands (Pascarella & Terenzini, 1991). For transfer students, coming to a four-year college or university requires numerous adjustments to the new environment and institutional culture (i.e., campus size, large classes, new friends, increased academic rigor, and relocation). Because the adjustment process is a complex one, moving beyond the GPA measure is essential.

PURPOSE OF THE STUDY

The purpose of this exploratory study was to investigate how students who transferred from California community colleges to UCLA performed academically and to explore the nature of their experiences in adjusting to the senior institution. I was specifically interested in examining the experience and performance of two transfer student populations: (1) students enrolled in TAP at the community college who were accepted to UCLA as TAP-certified students; and (2) transfer students who had no prior TAP experience. Although the notion of *transfer shock* only examines students' academic performance as measured by GPA, the focus of this study moves beyond that definition and analyzes community college students' adjustment process from a social-psychological perspective. Because there is a need to assess transfer students' adjustment process beyond GPA measure, an attempt was made to measure the experiences of these students. The research questions guiding this study include the following:

- To what extent do TAP and non-TAP students differ in their background characteristics?

- To what extent do TAP and non-TAP students differ in their community college and UCLA experiences?

METHODOLOGY OF THE STUDY

The target population for this cross-sectional study consisted of students who transferred from California community colleges to UCLA in Fall 1993. The population was limited to second-year transfer students at UCLA because one purpose of this research was to assess academic and social experiences at UCLA for the students' last six quarters. Given that the formal articulation agreement for TAP is between UCLA's College of Letters and Science and selected California community colleges (20 TAP colleges), the target population was limited to students who specifically transferred from within the state of California.

Identification of TAP and non-TAP Students: TAP and non-TAP students were identified from two reports produced by the Office of Academic Planning and Budget (OAPB) at UCLA. The first report listed all students who had a "TAP Flag" in their admission file, thus denoting TAP transfer. The second report identified all non-TAP students who transferred to UCLA in fall 1993 who had no TAP flags. The reports listed the names of students and feeder institution (i.e., community college name), student's declared major, community college GPA, gender, and racial/ethnic background.

The reports identified that TAP students came from 12 California community colleges (n=181). For this study, only half of the entering TAP cohort was included in the target population. The comparison sample (or non-TAP cohort) derived from the same 12 institutions included 778 students.

Sample: The survey was sent to 868 transfer students (90 TAP and 778 non-TAP students). The response rate was 26% for non-TAP and 54% for TAP students.

Data were collected using a survey questionnaire. The 104-item Transfer Students' Questionnaire (TSQ) consisted of sorter, Likert-type scale, and open-ended questions. The questionnaire was designed after an extensive review of past survey instruments and previous studies in this area. The questionnaire included four main components: (a) student background characteristics; (b) community college experiences; (c) UCLA experiences; and (d) open-ended questions. The questionnaires, along with a cover letter from the dean of Honors and Undergraduate Programs (HUP) at UCLA, were mailed to students at their current home addresses during the winter quarter of 1995. To facilitate a high response rate, a postage-paid return envelope was included with each questionnaire.

The questions on the survey instrument covered the following information:

Background Characteristics: The background section consisted of questions about age, gender, high school GPA, racial or ethnic identification, place of residence, distance from home to UCLA, educational attainment of parents, personal or parental income, and hours working on a job during school.

Community College Experiences: The community college component focused on areas covering prior experiences such as number of honors courses taken, academic and social involvement activities, GPA, and honors courses experience.

UCLA Experiences: The UCLA experience component included questions about UCLA GPA; declared major; units taken; participation in honors program, transfer orientation, and special services; students' intention to graduate from UCLA; highest degree planned; participation in the Academic Advancement Program (AAP) Transfer Summer Program, and AAP services. Additionally, five broad areas included experiences with professors at UCLA, clubs and organizations, student services, adjustment process, and overall college satisfaction.

Methods of Analysis

The data for this study were analyzed through various statistical methods. At the first state of analysis, descriptive statistics were analyzed. The second stage entailed examining crosstabulation results. Pearson chi-square test was utilized to examine the statistical significance from the frequency responses in different categories. At the third stage, factor analysis was conducted on the community college and UCLA variables as a data reduction technique. The TSQ contained 66 items that used a Likert-type format (where 4=agree strongly and 1=disagree strongly; and 4=very often and 1=never). The mainframe-based SPSS was used to factor analyze the data. The principal component options coupled with a VARIMAX rotation were selected for the factor analysis. The variables with commonalties below .40 and significant loading below .40 were dropped from consideration. Finally, T-tests were performed to analyze the extent to which the mean differences between TAP and non-TAP students (or group membership) were statistically significant. Statistical significance was determined by probability values of .05 or less.

RESULTS

Background Characteristics

Age of Students: For this study, a traditional age student is defined as a student who, upon transferring to UCLA in Fall 1993, was 24 years of age or under. When students were grouped by age category (i.e., traditional versus non-traditional), 77% of TAP students and 59% of non-TAP students were in the traditional age group (24 years of age or under). Conversely, 23% of TAP and 41% of non-TAP were in the non-traditional age category (over age 25).

Gender of Students: Overall, men represented 32% and women represented 68% of the respondents. Of the non-TAP transfers, 30% were men, while 70% were women. For TAP students, 39% were men, whereas 61% were women.

Racial/Ethnic Identification of Students: Overall, White students made-up 50% of TAP and 53% of non-TAP students. When all five Asian categories were combined into one group called "Asian Americans[1]," they constituted the second largest racial group of students in both TAP and non-TAP transfers (24% among TAP and 18% among non-TAP). In contrast, there were no TAP students in the African American, Mexican or Chicano(a), and American Indian racial/ethnic categories.

Parental or Personal Income Level: More non-TAP students had a reported parental or personal income of $29,999 or below (49% versus 35%), and between $30,000-$59,000 (23% versus 22%). Conversely, more TAP students had a reported parental or personal income between $60,000 - $100,000+ (43% versus 28%). This finding suggests that TAP students in the sample come from higher socio-economic status, compared to non-TAP students who responded.

Community College Experiences

The analyses revealed that in terms of academic performance, both TAP and non-TAP students had similar mean community college GPAs (3.53 for TAP; 3.52 for non-TAP). Although the mean TAP GPA is slightly higher, this difference was not statistically significant. This finding does not support a previous study conducted by Ackermann (1989b) who found that TAP transfers had a significantly higher average GPA (3.38) compared to non-TAP transfers (3.18). Interestingly, although students in the TAP sample have slightly higher community college GPAs, the GPAs were higher than those found by Ackermann (1989b). That is, the mean community college GPAs increased by +0.15 for TAP and +0.34 for non-TAP students.

Possible explanations for the similarity of both group's community college GPAs include the following: TAP students were enrolled in more honors courses that demanded a rigorous academic challenge. These students were expected to perform at higher levels than in non-honors courses. On the other hand, non-TAP students tended not to take honors courses while at the community college.

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[1]The "Asian American" category is comprised of five racial/ethnic groups: Asian Pacific Islander, Chinese/Chinese American, Pilipino(a)/Pilipino(a) American, Japanese/Japanese American, and Korean/Korean American.

Therefore, the academic demands on non-TAP students were different from students taking honors courses; the curricula and expectations were not the same rigor.

In addition to academic performance, students were asked to respond to various questions about their community college experiences prior to transfer (see Table 1). Questions about courses, faculty involvement, study habits, and use of counseling were included in the questionnaire. Although not statistically significant, a higher percentage of TAP students (75%) than non-TAP (72%) agreed that the courses in which they enrolled at the community college helped develop critical and analytical thinking skills. In addition, a statistically significant difference in responses was found between TAP and non-TAP students who felt that their courses demanded intensive writing assignments or projects (70% versus 55%), respectively. Both TAP and non-TAP students responded similarly on the item courses prepared me to be academically successful at UCLA (85% versus 81%). Seventy-three percent of TAP and non-TAP students were in agreement that the courses at the community college were intellectually challenging.

In terms of student-faculty involvement at the community college, a statistically significant difference was found. Compared to non-TAP students, TAP students felt more comfortable approaching faculty outside of class (+12%). Because a component of TAP is to have small classes that allow for greater interaction with faculty than is found in typical community college courses, students are more likely to feel comfortable in approaching their instructor in these classes than in courses in which they are one of a hundred or more students. For TAP and non-TAP students, 56% were in agreement that they visited faculty and sought their advice on class projects.

Twenty percent of non-TAP students sought academic tutoring for community college classes compared to 6% of TAP students. This is a statistically significant difference. This finding suggests that non-TAP students are more likely than TAP students to use tutorial services to help them master the course material. For both groups, only 36% responded that they frequently studied in a group setting.

In terms of students' use of academic counseling, 94% of TAP students consulted with their academic counselors versus 85% of non-TAP students. In response to the question asking students to indicate whether or not the information received from academic counselors was helpful in the transfer process, a statistically significant difference was evident: 81% of TAP students found the information helpful compared to 59% of the non-TAP students. Another component of the TAP program is having access to an assigned academic counselor. The purpose of having an assigned academic counselor is to help students plan their academic program and to provide valuable information about transfer and course requirements. This appears to be an asset to TAP students as more TAP (81%) than non-TAP students (68%) agreed that the information from their academic counselors helped them select the right courses to complete the transfer articulation agreement.

UCLA Experiences

Overall, the findings of TAP and non-TAP UCLA experiences reveal that TAP students had a lower mean UCLA GPA (3.19) than non-TAP students (3.26).

Eighteen percent of TAP students, compared to 4% of non-TAP students, indicated that they were members of UCLA's College of Letters and Science Honors Program. This finding suggests that TAP students are more likely to continue their participation in an honors program than non-TAP students. TAP students who at other times in their academic experience have been challenged intellectually maybe more likely to pursue rigorous honors courses at UCLA.

Coming to UCLA requires a degree of academic and social adjustment for community college transfer students. One way for students to acquaint themselves with the university prior to their first quarter on campus is to participate in programs specifically designed for transfer students. One program sponsored by UCLA is the Transfer Summer Orientation. This program introduces transfer students to important resources and information about UCLA. For this sample, more TAP students (71% versus 62%) indicated that they participated in this program. Another program is an intensive six-week academic experience called the Transfer Summer Program (TSP) sponsored by the Academic Advancement Program (AAP). According to student responses, more TAP students (12% versus 7%) participated in TSP. Although not statistically significant, these findings suggest that TAP students are more likely to take advantage of services that may facilitate the transition process to UCLA.

Table 2 provides a comparative analysis of the social and academic experiences at UCLA of TAP and non-TAP students. None of these findings were statistically significant. In terms of students' level of social involvement at UCLA, overall, TAP students were less likely than non-TAP students to have social involvement at UCLA. TAP students were less likely to join an organization (20% versus 23%), attend a meeting or program (16% versus 21%), work for a student organization (12% versus 18%), or hold an office in an organization (10% versus 13%). Similarly, TAP students were less likely to have academic involvement at UCLA. For example, 33% of TAP students versus 38% of non-TAP students asked professors for comments. Also, 41% of TAP students compared to 47% of non-TAP students asked professors for information related to the course. Further, TAP students compared to non-TAP were less likely to discuss ideas for a term paper (41% versus 43%) and less likely to talk informally with a professor out of class (33% versus 39%).

The results pertaining to students' responses regarding the adjustment process and overall satisfaction at UCLA also are presented in Table 2. In terms of the adjustment process, a greater percentage of TAP students than non-TAP students experienced transfer shock (55% versus 50%), increased levels of stress (79% versus 73%), and difficulty adjusting to the 10-week quarter system (71% versus 66%). On the other hand, a smaller percentage of TAP students in comparison to non-TAP students agreed that adjusting to the academic standards at UCLA was difficult (57% versus 61%). These findings were not statistically significant at the $p<.05$ level.

In an environment like UCLA, it is common for students, especially transfer students to possess the feelings that lead to disillusionment and discouragement. The crosstabulation results indicate that 15% more TAP students feel that students are treated like "numbers in a book." This is a statistically significant difference and may suggest that TAP students perceive themselves as one of hundreds of students in a class. As a result, TAP students are more likely to be dissatisfied and feel a lack of involvement with professors, compared to the intimate setting of the TAP experience at the community college.

In terms of students' overall satisfaction at UCLA, TAP students responded positively on two variables: 90% would recommend to community college students to transfer, and 84% felt that they belong at UCLA in contrast to non-TAP students, of which only 79% felt they belong at UCLA. In general, both TAP and non-TAP students responded similarly and were in agreement on three items: UCLA is an intellectually stimulating place to be, satisfaction with their decision to transfer to UCLA, and courses taken have been interesting and worthwhile.

FACTOR ANALYSIS

Factor analysis is a statistical method that creates unifying constructs that characterize the responses to variables that are related. This statistical technique identifies factors that can be used to represent relationships among sets of many interrelated variables. The value of factor analysis is the ability to identify dimensions or factors that may assist in understanding a complex phenomenon, such as the transfer adjustment process. For example, answers to "strongly agree" items such as experienced transfer shock, my level of stress increased when I started UCLA, adjusting to the academic standards or expectations has been difficult, and it was difficult adjusting to the 10 week quarter system can be conceptualized as unifying constructs or labels that characterize responses related to this particular factor. Thus, the transfer adjustment process is not an item that is measured on a single question, but rather a construct which is derived from measurement of other, directly observable variables.

A total of eight factors were created. The factors are organized by environments: community college environment and UCLA environment. The factors represent the attitudes and behaviors that characterize transfer students on a number of dimensions.

Community College Environment

Factor 1:	Academic Preparation
Factor 2:	Transfer Process
Factor 3:	Academic Involvement

UCLA Environment

Factor 4:	Social Involvement
Factor 5:	Academic Involvement (Experiences with Faculty)
Factor 6:	Adjustment Process
Factor 7:	Perceptions of Adjustment
Factor 8	Overall Satisfaction

Description Of Factors

Factor #1: Academic Preparation at Community College

The *Academic Preparation* factor is characterized by four types of perceptions students held about their community college academic experience: courses helped develop critical/analytical thinking, courses were intellectually challenging, courses demanded intensive writing assignments, and courses prepared me to be academically successful at UCLA. These variables that comprise the academic preparation factor all pertain to a students' perception and attitude about his/her prior academic experience and the extent to which they facilitated a positive academic adjustment at UCLA.

Factor #2: Transfer Process at Community College

The *Transfer Process* factor characterizes a students' experience at the community college and the extent to which the services received from academic counselors was helpful in the transfer process. This factor is made up of three statements: information from counselors helped me take the right courses to complete the transfer articulation agreement, information was helpful in the transfer process, and student consulted with academic counselors regarding transfer.

Factor #3: Academic Involvement at Community College

The *Academic Involvement* factor characterizes the extent to which a student engaged in faculty involvement and study groups. The factor is comprised of three statements: visited faculty and sought their advice on class project, felt comfortable approaching faculty outside of class, and frequently studied in a group setting with student. This factor represents the extent to which students, during their community college experience, made efforts to meet with faculty to discuss class material or other related issues.

Factor #4: Social Involvement at UCLA

The *Social Involvement* factor characterizes the extent to which a student is involved on a social level while at UCLA. Specifically, five variables make-up this factor: joined a club, organization, or student government; attended a meeting of a club or organization, worked for a student organization/government; attended a program/meeting sponsored by a student group, and held an office in a club or organization/student government.

Factor #5 Academic Involvement at UCLA

The *Academic Involvement* factor characterizes the experience and level of involvement with professors at UCLA. The variables that comprise the academic involvement factor include: asked professor for comments and criticisms about your work and information related to course enrolled, discussed ideas for a term paper or other class projects with a professor, and talked informally with a professor outside of class.

Factor #6: Adjustment Process at UCLA

The *Adjustment Process* factor characterizes the experiences of students having to adjust to a new academic environment and culture. For transfer students, this adjustment process may often be difficult because of the dissimilarity between a students' prior and current or new experience at the four-year. Given the inherent structural characteristics of community colleges

(i.e., small class size, easy to approach faculty), transferring to a large, research institution like UCLA requires students to make drastic adjustments to the new environment (e.g., size of the campus, class size, different requirements, and the administrative bureaucracy). Four variables make up this factor: experienced "transfer shock" when I started UCLA, my level of stress increased when I started UCLA, adjusting to the academic demands or expectations has been difficult, and it was difficult adjusting to the 10 week quarter system.

Factor #7: Perceptions of Adjustment at UCLA

The *Perception of Adjustment* factor describes how students felt about various factors that reinforced the difficult adjustment process to UCLA. This factor is characterized by four statements: often feel overwhelmed by the size of the student body, large classes intimidate me, most students are treated like "numbers in a book," and it is difficult to find my way around the campus. In an environment like UCLA, it is very easy for students, especially transfer students to possess these feelings that often lead to disillusionment and discouragement.

Factor #8: Overall Satisfaction at UCLA

The *Overall Satisfaction* factor describes the extent to which transfer students are happy about their decision to transfer to UCLA and their satisfaction about the intellectual benefits that UCLA provides. The five variables that characterize this factor include: would recommend other transfer students to come to UCLA, UCLA is an intellectually stimulating and exciting place to be, satisfied with my decision to transfer to UCLA, the courses have been interesting and worthwhile, and feel that I belong at UCLA.

ANALYSIS OF MEAN SCORES ON FACTORS

As a result of running factor analysis, a composite for each factor was calculated. Each composite is comprised of the respective number of variables that make-up the factor. See Appendix A for a complete description of the factors, variables that comprise the factor, and its respective factor loading. Descriptive statistics were used to obtain the mean, ranges, etc. for each factor. As a result, a mean response for both non-TAP and TAP students yielded a value for a comparative analysis. In addition, a T-Test was performed to determine the extent to which there were statistically significant differences between the mean responses for non-TAP and TAP students. Close attention was paid to analyze the differences between age groups. Specifically, analysis by age group distribution (i.e., traditional versus non-traditional students) was also conducted.

Refer to Appendix B for a detailed table of the mean scores of students' responses on the factors, by age group. Appendix B explains the range of each factor and the scale (i.e., Never-Very Often or Disagree Strongly-Agree Strongly).

Table 3
Mean Scores for Students on Factors by Group Membership
(n=250)

Description of Factors	Group Membership NON-TAP (n=201)	TAP (n=49)	Percent Diff.*
Community College Experiences			
• Academic Preparation	11.46	11.72	+0.26
• Transfer Process	8.96	10.31	+1.35***
• Academic Involvement	8.00	8.19	+0.19
UCLA Experiences			
• Social Involvement	8.68	7.92	-0.76
• Academic Involvement	9.73	9.14	-0.59
• Adjustment Process	10.97	11.17	+0.20
• Perceptions of Adjustment	8.61	8.94	+0.33
• Overall Satisfaction	17.25	17.22	-0.03

**A positive difference signifies higher mean response by TAP students.*
**A negative difference signifies lower mean response by TAP students.*

****p<.01*

Analysis of Group Membership (Non-TAP versus TAP students)

Table 3 illustrates the mean scores for students on the eight factors by group membership (i.e., non-TAP versus TAP). Overall, TAP students had higher mean responses on community college Academic Preparation and Academic Involvement factors. There was a statistically significant difference on the Transfer Process factor, favoring TAP students. More TAP students were in agreement that information from academic counselors was helpful in the transfer process.

For UCLA experiences, TAP students had higher mean responses on two factors: adjustment process and perceptions of adjustment. The finding that TAP students scored higher on these two factors suggests that they were more likely to experience transfer shock, experience increased stress, and experience difficulty adjusting to the quarter system. Moreover, TAP students were more likely to perceive that they felt: overwhelmed by the size of the study body, intimidated by large classes, students were treated "like numbers in a book." On the other hand, non-TAP students were more likely to have higher levels of student involvement with organizations and were more likely to have a higher level of interaction with faculty. In terms of overall satisfaction, both non-TAP and TAP students responded similarly on this factor.

Comparative Analysis by Age Group

Tables 4 and 5 provide the mean scores of students within their respective age group category (i.e., traditional versus non-traditional). The purpose of these tables is to demonstrate the extent to which students from both groups within the same age group category differed in their responses.

Analysis of Traditional Age Students

Table 4 illustrates the mean scores for traditional age students (24 or below) on the eight factors. The T-Test results revealed no statistically significant difference between the mean responses of traditional age non-TAP and TAP students. For the factors in the community college experience, TAP students scored higher in the Transfer Process factor, thus are more likely to agree that the information from academic counselors was helpful and worthwhile. In terms of students' response on the Academic Preparation and Academic Involvement factors at the community college, both groups were similar in their responses. For students' response to the UCLA factors, both non-TAP and TAP students responded similarly on the five UCLA factors. However, non-TAP students scored higher (+1.39) on the social involvement factor.

Table 4
Mean Scores of Traditional Age Students' Responses on Factors by Group Membership (n=154)

	Age Group (24 and Below)		
Description of Factors	**NON-TAP (n=116)**	**TAP (n=38)**	**Percent Diff.***
Community College Experiences			
• Academic Preparation	11.34	11.50	+0.16
• Transfer Process	8.69	10.30	+1.61
• Academic Involvement	7.68	8.14	+0.46
UCLA Experiences			
• Social Involvement	9.63	8.24	-1.39
• Academic Involvement	9.25	9.03	-0.22
• Adjustment Process	10.71	11.05	+0.34
• Perceptions of Adjustment	9.11	9.08	-0.03
• Overall Satisfaction	16.91	17.16	+0.25

**A positive difference signifies higher mean response by Traditional Age TAP students.*
**A negative difference signifies lower mean response by Traditional Age TAP students.*

Analysis of Non-Traditional Age Students

Table 5 illustrates the mean scores for non-traditional age students on the eight factors. As a result of the T-Test analysis, no statistically significant differences were found between older non-TAP and TAP students. Similar to traditional age TAP students, older TAP students had a higher mean response compared to older non-TAP students in the Academic Preparation and Transfer Process factors. In general, older TAP students were in more agreement that their academic experience at the community college helped facilitate a positive academic adjustment and that the information from academic counselors was helpful and worthwhile.

In comparing the results of older students' mean response to the UCLA factors, overall, older TAP students scored higher in two factors: Adjustment Process (+0.22) and Perceptions of Adjustment (+0.50). On the other hand, older non-TAP students scored higher in Social and Academic Involvement, and Overall Satisfaction. Given these findings, the differences are small and not statistically significant.

Table 5
Mean Scores of Non-Traditional Age Students' Response on Factors by Group Membership (n=96)

	Age Group (25 - 54)		
Description of Factors	**NON-TAP (n=85)**	**TAP (n=11)**	**Percent Diff.***
Community College Experiences			
• Academic Preparation	11.62	12.45	+0.83
• Transfer Process	9.34	10.36	+1.02
• Academic Involvement	8.45	8.36	-0.09
UCLA Experiences			
• Social Involvement	7.36	6.82	-0.54
• Academic Involvement	10.40	9.55	-0.85
• Adjustment Process	11.33	11.55	+0.22
• Perceptions of Adjustment	7.95	8.45	+0.50
• Overall Satisfaction	17.71	17.45	-0.26

**A positive difference signifies higher mean response by Non-Traditional Age TAP students.*
**A negative difference signifies lower mean response by Non-Traditional Age TAP students.*

Analysis of Age Group

Table 6 illustrates the mean scores for students on the eight factors, by age group distribution regardless of TAP membership. In contrast to the previous tables, interesting findings are evident when the data are analyzed by age group (i.e., traditional versus non-traditional), instead of group membership. Table 6 shows that students in the traditional age category (24 or below) had higher mean scores on UCLA Social Involvement and Perceptions of Adjustment. What this finding infers is that younger (or traditional-age) students are more likely to have higher levels of social involvement with student organizations than older or non-traditional age students. In addition, younger students are more likely to perceive the new environment (i.e., UCLA) as factors that reinforce the difficult adjustment process. That is, younger students are more likely to feel overwhelmed by the size of the student body and feel intimidated by the large class size. For both findings, there is a statistically significant difference between the means, favoring traditional age students.

In comparison, non-traditional (or older) students scored higher than traditional age students in their interaction or involvement with faculty at the community college. A similar pattern is found when these students are at UCLA. Non-traditional students also had higher mean scores in their involvement with professors at UCLA, thus are more likely to have higher levels of interaction and involvement with professors outside of class, or discussions about their work or material pertaining to the course enrolled. Another finding is that non-traditional students are more likely to agree that they are satisfied with their overall experience at UCLA. In general, non-traditional students are satisfied with their decision to transfer to UCLA and the overall intellectual benefits offered at the university. For both findings, there is a statistically significant difference between the means, favoring non-traditional age students.

Overall the findings suggest that older students are more likely to have higher academic involvement at the community college and will more likely continue this involvement at the senior institution, namely at UCLA. On the other hand, traditional age students are more likely to have higher levels of social involvement at the community college and at UCLA. Moreover, traditional age students are more likely to have different perceptions about the adjustment process, compared to older students because of their personal disposition. That is, younger students are more likely to feel overwhelmed by the various structural and organizational factors of UCLA. The findings suggest that traditional age students are more likely to feel intimated and overwhelmed by the size of the student body and the large classes.

Table 6
Mean Scores for Students on Factors by Age Group Distribution
(n=250)

Description of Factors	Age Group Distribution: Traditional (n=154)	Age Group Distribution: Non-Traditional (n=96)	Percent Diff.*
Community College Experiences			
• Academic Preparation	11.38	11.72	-0.34
• Transfer Process	9.08	9.46	-0.38
• Academic Involvement	7.79	8.44	-0.65**
UCLA Experiences			
• Social Involvement	9.28	7.30	+1.98***
• Academic Involvement	9.19	10.31	-1.12**
• Adjustment Process	10.80	11.35	-0.55
• Perceptions of Adjustment	9.10	8.01	+1.09***
• Overall Satisfaction	16.97	17.68	-0.71**

**A positive difference signifies higher mean response by Traditional Age students.*
**A negative difference signifies lower mean response by Traditional Age students.*

***p<.01, **p<.05

LIMITATIONS OF THE STUDY

Although this was a pilot study, this study is limited in several respects. First, it is based on data from a relatively small sample of students at a single institution. For future research, efforts need to be made to increase the sample of TAP and non-TAP respondents in order to yield a greater confidence in concluding results. Additionally, with a higher response rate, a representative sample of transfer students at UCLA can be achieved. Second, this study focuses on students who transferred from California community colleges to a major research university, located in Southern California. Since there are inherent characteristics of particular types of higher education institutions, namely research universities, caution is warranted in the extent to which the findings are generalizable across different types of colleges and universities. Finally, this was a cross-sectional study in which students were administered a survey instrument at one time point. Since this study was not longitudinal, it is not possible to assess the rate of change over time on various outcomes.

DISCUSSION AND CONCLUSIONS

The intent of this study was to build on previous findings and to ask other questions pertaining to students' prior community college experiences and their UCLA experiences. In addition to examining transfer students' academic performance, an effort was made to assess students' academic and social involvement, level of adjustment, and overall satisfaction at UCLA.

Although the academic performance of both TAP and non-TAP students was similar, an important observation is that the community college and UCLA mean GPAs were higher than those found in Ackermann's (1989b) report of the 1988 TAP and non-TAP students. The difference between these two findings suggest that the characteristics of transfer students have changed in the last five years. Evidence from this study suggests that more non-traditional age students (age 25 and over) are enrolled in community colleges and are in the transfer pipeline. Also, the competition for admission to UCLA has increased over time, and an entering student's community college GPA continues to be an important factor in the admission process. As a result, students are encouraged to perform academically well in order to compete with other transfers for a spot.

Another important finding for TAP students pertains to their community college experiences. Overall, significantly more TAP students agreed that their courses demanded more work, they felt comfortable approaching faculty outside class, they were less likely to use academic tutoring, and the information from academic counselors was helpful in the transfer process. We know in order to be a TAP student, students must enroll in a minimum number of honors courses. Therefore, these courses are likely to be rigorous and demand more work than to non-honors courses. Since a component of TAP is to be in small classes with greater interaction with faculty, it is not surprising that significantly more TAP students felt comfortable approaching faculty outside class. In general, students will more likely feel comfortable approaching faculty if a student does not feel intimidated. Since TAP students have greater contacts with faculty in their honors classes, they are more likely than non-TAP students to approach faculty. Interestingly, non-TAP students are more likely to use academic tutoring for classes. Lastly, significantly more TAP students agreed that the information from academic counselors was helpful in the transfer process. Once again, having an assigned counselor is an added advantage to being a TAP student. TAP students tend to have the luxury of consulting with assigned counselors and not worry about waiting in long lines with the general student population and dealing with multiple counselors. Going to one counselor helps in receiving consistent information about transfer requirements.

Although the findings did not yield statistically significant differences, TAP students in comparison to non-TAP students tend to have lower levels of social and academic involvement at UCLA and tend to experience difficulty in the adjustment process. Conversely, significantly more TAP than non-TAP students agreed that students are treated like "numbers in a book." In general, both TAP and non-TAP were satisfied with their overall experience at UCLA.

The results from the factor analysis reveal important findings. For TAP students, a statistically significant difference on the Transfer Process factor suggests that they are more likely to have positive experiences with academic counselors in terms of obtaining useful and effective information about the transfer process at the community college. When age was controlled, there

were no statistically significant differences between the traditional or non-traditional age of TAP and non-TAP students on all factors. However, when an analysis by age group was conducted, statistically significant differences were revealed. In general, younger students scored lower in all the factors except in two: Social Involvement and Perceptions of Adjustment. This finding suggests that traditional age students, in general, are more likely to have higher levels of joining clubs or organizations, attending a meeting of a club, or holding an office in a club or organization. In addition, traditional age students are more likely to perceive that various factors at UCLA reinforced the difficult adjustment process such as feeling overwhelmed by the size, and feeling like students are treated like "numbers in a book." On the other hand, older or non-traditional age students scored higher in the Academic Involvement factors at the community college and UCLA and in Overall Satisfaction. In general, older students tend to have more academic involvement at the two-year college and will most likely carry over this involvement. Additionally, since older students tend have higher levels of overall academic performance than traditional age students, they are more likely to have higher satisfaction with their overall UCLA experience.

TAP students are more likely than non-TAP students to have contact with faculty at the community college and to perceive positive experiences in obtaining useful information from their academic counselors. TAP students are exposed to a unique environment and receive special services not available to the general student population at their community college. Because there is a socialization process that takes place for TAP students during their community college experience, the environment of TAP may be perceived as a "protected" environment. For example, the culture of TAP is an environment that provides a challenging academic experience, close interactions with faculty, academic counselors, and fellow TAP students. Given this "protected" environment where TAP students are given special attention, their difficult experiences during the transfer process to UCLA is likely to be accentuated. The UCLA institutional culture or environment is drastically different from the TAP culture students experienced at the community college. Making the adjustment from an environment of small classes where instructors know them by first name to an environment where class sizes average 100-plus students impede a TAP student's adjustment process. At the community college, TAP students had access to special services. When TAP students come to UCLA, there is no assigned faculty advisor, academic counselor, or designated area to study; thus, they are at the same starting line with other transfer students at UCLA. There is no designated office that provides similar types of services to TAP students when they come to UCLA. Thus, they are on their own and must compete with fellow undergraduates for the various services that are available to students, such as academic counseling.

An important observation is that perhaps TAP students are at a disadvantage when they transfer to UCLA because of the change from a nurturing environment to one where they often feel anonymous. The context of the TAP culture is an excellent one that fosters intellectual and academic growth. However, the extent to which TAP students are not prepared to make the social and psychological adjustment to a very different institutional environment and culture requires closer examination. Finally, for TAP students, transferring to UCLA requires having to adjust to a new institutional culture and environment. Factors such as increased academic demands, large lecture classes, relocation to a new environment, coping without services (such as an assigned faculty advisor and an assigned academic counselor) are a few of the obstacles that require transfer students to make

adjustments. The principle underlying the adjustment process is that the greater dissimilarity between a student's previous experiences (e.g., familiar institutional culture at the two-year) and present situation (unfamiliar institutional culture at the four-year), the greater adjustment will be required (Taft, 1977). For TAP students, their adjustment process is more likely to be difficult because of the dissimilar environments.

This exploratory study provides useful information about transfer students' adjustment process at the senior institution. The GPA indicator of a student's academic performance is important. Nevertheless, exploring and understanding this complex process beyond the GPA indicator is an equally important research goal. Overall, the findings of transfer students' experiences at the senior institution indicate that, in general, TAP and non-TAP students are similar in their levels of involvement, adjustment process, and overall satisfaction. Because transfer students are required to make the transition from the familiar institutional culture of the community college to the unfamiliar institutional culture of the senior institution, these students will more than likely be required to make numerous adjustments (e.g., social, psychological, academic). The nature of their experiences provides valuable insight as to the issues and concerns that affect this population.

For community college students, moving from the two- to a four-year college or university will require students to make all types of adjustment. Because of the community colleges' focus on student-centered learning and a more personal environment, upon transferring, students will likely encounter a disparity in the new environment at the senior institution. In fact, transfer students who continue their education to pursue the baccalaureate degree at a major research university will be required to adjust to the environmental and institutional cultures that are inherent in the new setting. Although transfer students may perform academically well at the community college, they may not be prepared socially and psychologically for the change in environment from the community college to a four-year college or university. For administrators and student affairs professionals involved in student services or academic advising at the community college, attention should be made to provide efforts of ensuring that students who are in the transfer pipeline are not disillusioned and are well equipped with the tools to handle the transition into a complex organization of the senior institution. At the four-year, various departments that may include academic counseling, residential life, student affairs, and student organizations could work collaboratively in identifying and meeting the needs of transfer students.

IMPLICATIONS FOR PRACTICE

Although this study focused on students who participated in the TAP and transferred to a large research university, the findings from this exploratory study yield important implications for programs that are geared to facilitate the transfer process as a whole. We know from previous research that community college students, upon transferring to a senior institution, will more likely experience a dip in grades during the first and second semester. However, the adjustment process of community college transfer students experience is a more complex phenomenon. Understanding this process beyond the traditional GPA indicator and moving toward a framework that encompasses social and psychological perspectives will help broaden our understanding of this process. Some of the following recommendations may help facilitate the transfer process for community college students:

Workshops: Develop workshops at the community college setting that focus on making the transition to the senior institution. Workshops should cover salient issues such as adjusting to a large campus, adjusting to large classes, adjusting to demanding academic rigor, and obtaining financial aid. Workshops should include former transfer students as speakers who can share their personal experiences about the transfer adjustment process. Examples of workshops include panel discussions or brown bag events with former transfer students from their community college. Opportunities to talk with former transfer students about their transfer experiences will provide valuable information and service to prospective transfers.

Linkages with four-year institutions: Increase students' exposure to the four-year college campus life prior to transfer by establishing linkages with various departments and counseling offices at the senior institution. Contacts at the four-year campus can provide opportunities for prospective transfer students to experience the classroom environment, student culture, and meet with professors. If community college students and their advisors are familiar with how the four-year campus administrative offices work, the transition to the new environment will be smoother for students. The more that students are exposed to the four-year environment and its demands, the lower the demand for adjustment.

Programs at the four-year level: Develop and implement a mentor/mentee program for incoming transfer students. Programs sponsored by student affairs, orientation programs, or student-run organizations could develop activities for incoming transfer students to be paired with current students at the senior institution. The goal is to ease the transition process for new transfer students by learning from former transfer students and from their experiences. Learning about the institutional and academic culture of the senior institution from a fellow student's perspective could benefit new transfer students.

Table 1
Community College Experiences by Group Membership
Percent Indicating Agree Somewhat or Agree Strongly
(n=250)

	Group Membership		
	TAP (n=49)	NON-TAP (n=201)	PERCENT
Community College Experiences	**%**	**%**	**Diff.***
COURSES			
Courses demanded intensive writing assignments or projects	70	55	+15**
Courses helped me develop critical/analytical thinking	75	72	+3
Courses prepared me to be academically successful at at UCLA	85	81	-4
Courses were intellectually challenging	73	73	0
FACULTY INVOLVEMENT			
Felt comfortable approaching faculty outside class	96	84	+12**
Visited faculty and sought their advice on class projects	56	56	0
STUDY HABITS			
Frequently studied in a group setting with students	36	36	0
Sought academic tutoring for classes	6	20	-14**
USE OF COUNSELING			
Consulted with academic counselors regarding transfer	94	85	+9
Information received from academic counselors was helpful in the transfer process	81	59	+22**
Information helped me take the right courses to complete the transfer articulation agreement	81	68	+13

** A positive difference signifies more agreement among TAP students.*
** A negative difference signifies less agreement among TAP students.*

***$p<.05$*

Table 2
UCLA Experiences by Group Membership
(n=250)

	Group Membership		
	TAP (n=49) %	Non-TAP (n=201) %	% Diff.*
Percent Indicating Often or Very Often			
SOCIAL INVOLVEMENT			
Joined a club, organization, or student government	20	23	-3
Attended a meeting of a club, organization, or student government	16	21	-5
Worked for a student organization(s) or on a special project(s)	12	18	-6
Held an office in a club, organization, or student government	10	13	-3
ACADEMIC INVOLVEMENT			
Asked your professor for comments and criticism about your work	33	38	-5
Asked your professor for information related to course enrolled	41	47	-6
Discussed ideas for a term paper or class projects w/ professor	41	43	-2
Talked informally with a professor out of class	33	39	-6
Percent Indicating Agree Somewhat or Agree Strongly			
ADJUSTMENT PROCESS			
I experienced "transfer shock" when I started UCLA	55	50	+5
My level of stress increased when I started UCLA	79	73	+6
Adjusting to the academic standards or expectations has been difficult	57	61	-4
It was difficult adjusting to the 10 week quarter system	71	66	+5
PERCEPTIONS OF ADJUSTMENT			
I often feel overwhelmed by the size of the student body	41	41	0
The large classes intimidate me	31	30	+1
Most students are treated like "numbers in a book"	71	56	+15**
It is difficult to find my way around the campus	16	18	-2
OVERALL SATISFACTION			
I would recommend to other transfer students to come to UCLA	90	88	+2
UCLA is an intellectually stimulating and exciting place to be	92	93	-1
I am satisfied with my decision to transfer to UCLA	92	94	-2
I feel the courses I have taken have been interesting & worthwhile	89	92	-3
I feel that I belong at UCLA	84	79	+5

**A positive difference signifies higher responses by TAP students.*
**A negative difference signifies lower responses by TAP students.*

***p<.05*

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APPENDIX A
ITEM FACTOR LOADINGS

Factor 1: Academic Preparation at Community College

Measure	factor loading
The courses helped me develop critical and analytical thinking.	.830
Overall, the courses were intellectually challenging.	.748
The courses demanded intensive writing assignments and projects.	.726
The courses prepared me to be academically successful.	.687

Factor 2: Transfer Process

Measure	factor loading
Information helped me take the right courses to complete the transfer articulation agreement.	.865
Information received from academic counselors was helpful in the transfer process.	.852
I consulted with academic counselors regarding transfer.	.583

Factor 3: Academic Involvement at Community College

Measure	factor loading
I visited faculty and sought their advice on class projects.	.690
I felt comfortable approaching faculty outside of class.	.646
I frequently studied in a group setting (study groups) with students.	.544

Factor 4: Social Involvement at UCLA

Measure	factor loading
Joined a club, organization, or student government.	.904
Attended a meeting of a club, organization, or student government group.	.895
Worked for a student organization(s) or on a special project(s).	.850
Attended a program, meeting, or event put on by a student group.	.845
Held an office in a club, organization, or student government.	.823

Factor 5: Academic Involvement (Experiences with Faculty)

Measure	factor loading
Asked your professor for comments and criticisms about your work.	.886
Asked your professor for information related to course you were taken.	.862
Discussed ideas for a term paper or other class projects with a professor.	.857
Talked informally with a professor out of class.	.797

APPENDIX A (continued)
ITEM FACTOR LOADINGS

Factor 6: Adjustment Process

Measure	factor loading
I experienced "Transfer Shock" when I started UCLA.	.808
My level of stress increased when I started UCLA.	.778
Adjusting to the academic standards or expectations has been difficult.	.743
It was difficult adjusting to the 10 week quarter system.	.656

Factor 7: Perceptions of Adjustment

Measure	factor loading
I often feel overwhelmed by the size of the student body.	.758
The large classes intimidate me.	.720
Most students are treated like "numbers in a book."	.548
It is difficult to find my way around the campus.	.400

Factor 8: Overall Satisfaction

Measure	factor loading
I would recommend to other transfer students to come to UCLA.	.868
UCLA is an intellectually stimulating and often exciting place to be.	.840
I am satisfied with my decision to transfer to UCLA.	.794
I feel the courses I have taken have been interesting and worthwhile.	.663
I feel that I belong at UCLA.	.596

Source: Laanan, 1995.

Appendix B
Mean Scores of Students' Responses on Factors, by Age Group
(n=250)

		AGE GROUP OF STUDENTS			
		(24 or below)		(25-54)	
Composite Name	Range	NON-TAP (n=116)	TAP (n=38)	NON-TAP (n=85)	TAP (n=11)
Community College Factors					
Academic Preparation**	4 - 16	11.34	11.50	11.62	12.45
Transfer Process**	4 - 12	8.69	10.30	9.34	10.36
Academic Involvement**	4 - 12	7.68	8.14	8.45	8.36
UCLA Factors					
Student Involvement*	4 - 20	9.63	8.24	7.36	6.82
Overall Satisfaction**	4 - 20	16.91	17.16	17.71	17.45
Academic Involvement*	4 - 16	9.25	9.03	10.40	9.55
Adjustment Process**	4 - 16	10.71	11.05	11.33	11.55
Perceptions of Adjustment**	4 - 16	9.11	9.08	7.95	8.45

Note: The scale for the composites are as follows:

* Never - Very Often

** Disagree Strongly - Agree Strongly

Source: Laanan, 1995.